Reauthorization of the Federal Elementary and Secondary Education Act 2002

No Child Left Behind (NCLB)

Purpose

"...to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging ...academic achievement standards and academic assessments..."

ESEA Programs

- Title I Basic (A), Concentration (B), Targeted (B), Evenstart (C), Neglected & Delinquent (B), Comprehensive School Reform (C), Reading First (C)
- Title II Teacher Quality (A), Ed Technology (A)
- Title III English Language Learners (ELL) (B)
- Title IV Safe & Drug Free Schools (A), 21st Century Community Centers (C)
- Title V Innovative Programs (A)
- Title VI State Assessments (A), Rural & Low-Income Schools (B)
- Key (A) = all districts (B) = some districts (C) = competitive

Iowa's Strong Foundation for NCLB

- Community ownership for education
- Local school improvement committees
- Locally developed standards that guide curriculum, instruction, and assessment
- Accountability through annual improvement goals based on district student achievement data and district report cards that show results
- Value placed on highly qualified teachers through quality professional development, mentoring programs, and licensure requirements

Challenging Content Standards (Know and Do)

Established by the local district according to lowa law

Content standards for reading/language arts and mathematics

- For grades 4, 8 & 11 as defined in Iowa law
- If district did not have benchmarks for grades 3, 5, 6, & 7, in original work must now have "grade level expectations" for the 2002-2003 school year
- Knowledge and skills in the "core standards" tested by ITBS/ITED must be evident in local standards http://www.state.ia.us/educate/ecese/nclb/doc/ccsb.doc
- http://www.state.ia.us/educate/ecese/nclb/doc/gleit.doc

Science

- For grades 8 & 11 as defined in lowa law now
- 5th grade to be tested by 2007-2008

"Grade Level Expectations"

- If a district has established standards for grade spans, then grade level expectations must be in place for grades 3 - 8 and grade 11
- "Grade level expectations" means that it has been determined by the district what portion of the standards are to be taught at each grade level
- "Core standards" for ITBS/ITED also have benchmarks and grade level expectations

Challenging Academic Achievement Standards (How Well Are The Students Doing?)

- Same expectations for all students
- At least three achievement levels federal legislation defines levels as basic, proficient, advanced
 - Iowa has established three levels for ITBS and ITED in grades 4, 8, & 11 for reading and mathematics by low, intermediate, and high achievement levels
 - lowa will establish levels for additional grade levels (3, 5, 6, & 7) by 2005-2006 for ITBS
 - Iowa will establish levels for science for the 5th grade

Assessment Requirements for District Level Assessment Systems

- Aligned with content standards
- Adequate technical quality
- Involve multiple measures, including measures of higher-order thinking and understanding
- Measure achievement according to achievement standards
- Must use ITBS and ITED unless district can demonstrate comparability, validity, and reliability in another test ("very high bar")

NCLB Assessment Requirements...

- Add grades 3, 5, 6, & 7 (reading & mathematics, 2005-2006)
- Add grade 5 (science, 2007-2008)
- Same assessments used to measure achievement of <u>all</u> students
 - Proposed federal law states that results for only up to 1 percent of students who are included in alternate assessments may be used in the accountability system - all other students should be included in the regular district assessments, including ELL students.

Assessments shall provide for...

- Reasonable accommodations for students with disabilities and ELL students
- 95 percent of all enrolled students must be tested or school or district may not meet Adequate Yearly Progress (AYP) as defined by NCLB
- Failure to meet AYP for the academic goals will not be attributed to groups of less than 30 students
- Assessment of all ELL students in English must occur each year in reading if a <u>student</u> has been in the U.S. for three consecutive years
- English proficiency assessment in reading, writing, listening and speaking for all ELL students this year – currently two assessments recommended by the DE – watch for a change in recommendation!

Assessments shall provide for...

- Interpretive, descriptive, and diagnostic reports ASAP & itemized score analyses
- Results disaggregated by gender, major racial/ethnic groups, ELL, migrant status, students with disabilities compared to non-disabled, economically disadvantaged compared to nondisadvantaged – must report results in the Annual Progress Report and to the community if there are 10 students in any subgroup

NCLB Accountability Based on ITBS/ITED test scores

Hint: If students are tested more than once with the same test, the school/district must use the score from the first testing date

- Based on percent of students proficient by grade, content area, and subgroups of racial/ethnic, ELL, students with disabilities, and low socioeconomic status
- Includes sanctions to hold all schools, all districts, all states accountable to reaching the goals established by the AYP formula

Proficiency: What does it mean?

Federal definition = combination of students in the proficient and advanced levels lowa definition = combination of students in the intermediate and high levels according to the lowa Tests of Basic Skills and the Iowa Tests of Educational **Development - proficiency definitions on the Department's Web site** http://www.state.ia.us/educate/ecese/nclb/doc/rmspdit.doc Local district definition = must use the levels according to the Iowa Tests for NCLB accountability - may also use additional definitions/levels for local assessments and local use

Proficiency in 8th Grade Reading What does it mean in lowa?

- Understands factual information
- Draws conclusions & makes inferences
- Applies information to new situations
- Identifies the main idea
- Evaluates style & structure of the text
- Interprets nonliteral language

Proficiency in 4th Grade Math What does it mean in Iowa?

- Understands and applies math concepts
- Solves word problems
- Understands and applies methods of estimation
- Interprets data from graphs and tables

Iowa's Accountability Plan

(Each state had a responsibility to submit plan to USDE on state implementation of AYP – USDE approval was required)

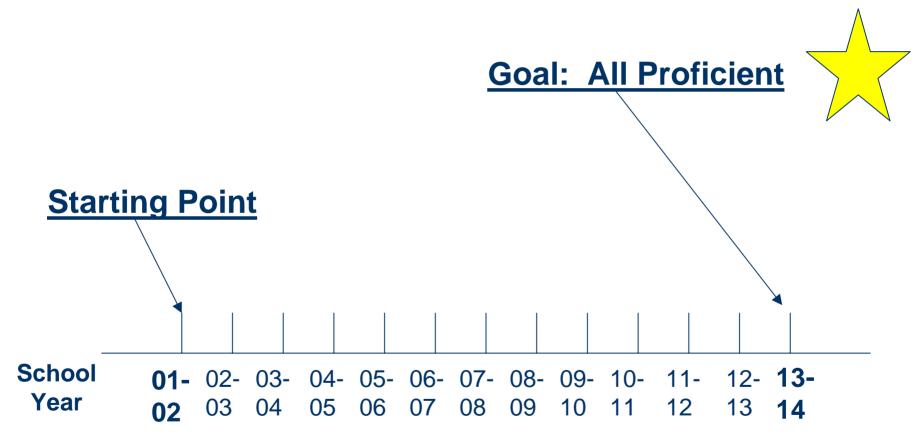
Based on these principles:

- Maintain lowa's current philosophy of continuous improvement by expecting <u>all</u> school districts and <u>all</u> schools to improve student performance
- Maintain lowa's current policy that schools and school districts are accountable for student performance
- ◆ Continue to support the local district responsibility for the development of standards and benchmarks
- Maintain a policy of local assessment systems that can effectively drive instruction
- Web site with PowerPoint on accountability plan
- http://www.state.ia.us/educate/ecese/nclb/doc/iaap0603.ppt

Adequate Yearly Progress (AYP)!!!

- The starting point for implementation of formula (must use 2001-2002 assessment data)
- A timeline, not to exceed 12 years for all students to become proficient
- Goals for all grades and content areas
- Size of 30 in subgroup is subject to AYP

Defining AYP: The Starting Point



AYP formula works like this for the state of lowa ...

- Rank all public schools by percent proficient for each grade level and for each content area on lowa Tests. For 2002-2003, this is grades 4, 8, and 11 in reading and mathematics
- Count from bottom to reach buildings where onefifth of total state public student enrollment is enrolled
- Percent of students in that school who are proficient is the starting point for state goals
- Determine the rate of growth needed for each school district to reach 100 percent proficiency by 2013-2014

AYP formula works like this for the state of lowa ...

- Goals set separately for reading and mathematics
 - all public school districts and state
- Timeline established with first increment occurring in 2005 and then every three years until 2011, and then every year increment to reach 100 percent in 2014
- Must include graduation rate for high schools and average daily attendance for elementary and middle schools

Starting Points Biennium for 00-01 & 01-02

Grade Levels	Reading	Mathematics
(3-5)	65	64
(6-9)	61	63
(10-12)	69	69

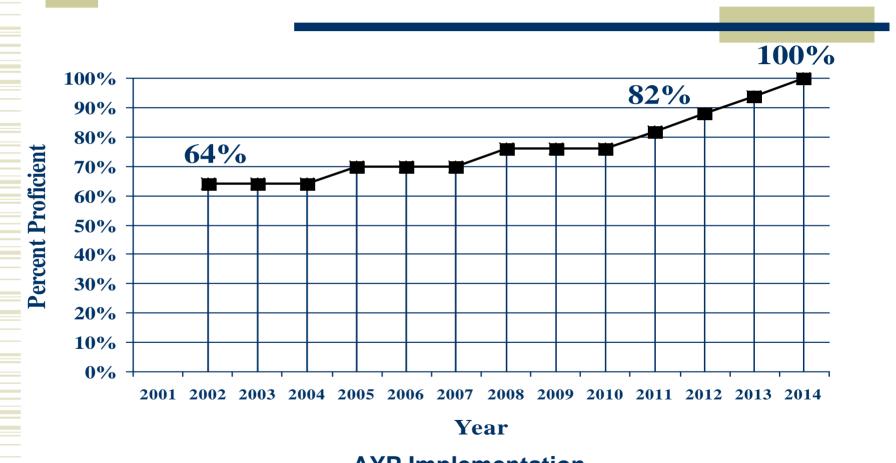
State will use two-year rolling averages

Single Goal for Reading and Mathematics for Schools

2006-07 results collapsed by the required grade levels to be tested and housed in the attendance center to establish a single target for reading and mathematics in each attendance center.

State Goal Trajectory

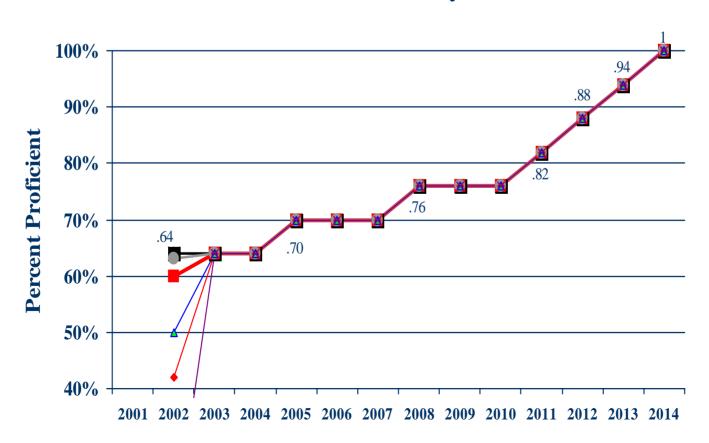
Grade 4 Math



AYP Implementation
Annual measurable objectives (AMOs) and intermediate goals for the state

Example of District/School Below State Trajectory

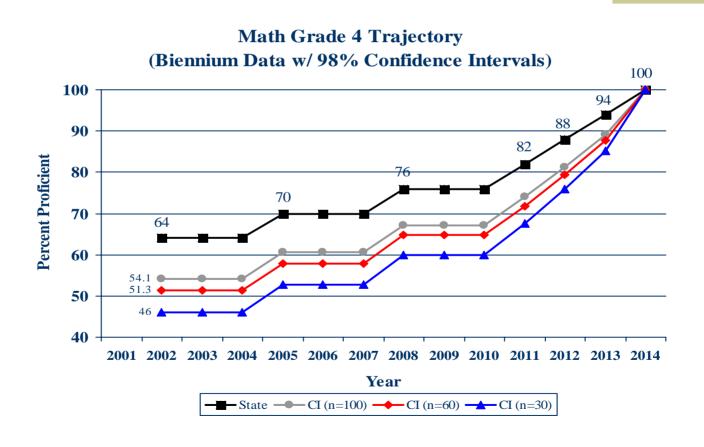
District Below State Trajectory
AYP Accountability



Confidence Interval (CI)

- A 98 percent confidence interval (or band) is used to determine the extent to which a school's or district's percent of proficient students is different from the state's target. A confidence band provides a "buffer" area that helps determine if the percent proficient is within a range that one has confidence that the result is not due to chance. The larger the group of students tested, the smaller the confidence band becomes
- When a school's or district's % of students proficient do not make the AMO, a confidence interval will be applied. If the % fall within the confidence band, the school or district makes the AMO.

Example of CI



Safe Harbor

When a school or district has not achieved AMO and is still outside the confidence interval, safe harbor provisions will be applied. Safe harbor means that a school or district has reduced the percent of students in the low proficient level by 10 percent. If this has been achieved and the school or district has achieved the other academic indicators for graduation rate or attendance rate, the school or district makes AYP

Decision Points

At or Above State's Trajectory

OK

If At or Above LEA/School Trajectory Goals

Corrective Action
Plan
If Below LEA/School
Trajectory Goals

(State)

Below State's Trajectory

OK

If Within Confidence Band or Safe Harbor

Identified for that Year

If Outside Confidence Band and Did Not Meet Safe Harbor (Federal)

School Improvement: Additional Identification

 Other ways to be Identified for School Improvement:

• Graduation Rate: 89.4 (03-04)

Attendance Rate: 95.8 (03-04)

Graduation Rate Indicator

- Based on data in annual Basic Educational Data Survey (BEDS)
- Graduation rate will be defined as the percentage of students, measured from the beginning of 9th grade who graduate from high school or an alternative placement within the district with a regular diploma within the standard number of years. Students with disabilities who have had requirements modified in accordance with a disability but who receive a regular diploma are counted in the graduation rate
- The state goal is to reach a 95 percent graduation rate.

Identification of a School/ District in Need of Assistance

- If a school, district, or state fails to meet AYP for two consecutive years in the same content area, it shall be identified as in need of improvement. Full academic year and minimum-n of 30 applies. Confidence interval and safe harbor may be applied.
- If entity fails to meet the 95 percent participation rate, it fails to meet AYP. Full academic year does not apply; minimum-n of 40 applies.
- If entity fails to meet the other academic indicator for all students for their level, it fails to meet AYP. Full academic year does not apply; minimum-n does not apply. If school or district does not meet state average then growth must be evident from year to year confidence interval may be applied.

School Improvement: Schools

- Each Title I DISTRICT must identify for school improvement any school that fails to make AYP for two consecutive years.
- Participation rate: SAME content area and grade level.
- Proficiency: SAME content area and grade level.

School in Need of Improvement*

- In Iowa referred to as SINA School in Need of Assistance
- ◆ First label of SINA students in Title I schools allowed to transfer to another public school (cannot be identified as SINA) within the district parents must be notified at the beginning of the school year that choice is available

^{*}In Iowa, this is referred to as School in Need of Assistance (SINA)

School in Need of Improvement...

- Second label supplemental services must be provided parental choice (LEA must pay for service, amount capped at 5 percent of LEA Title I Part A allocation) - services must be selected from the state approved list http://www.state.ia.us/educate/ecese/asis/ibp/sesp/index.html
- Third label district must institute one or more of the following: replace staff, institute new curriculum, change management authority, appoint an expert to assist school, extend school year or day, restructure the school, etc.
- <u>Fourth label</u> reopen as public charter school, replace all staff relevant to failure, provide an outside management contract, turn the operation over to the state, etc.

School Improvement: Districts

- Each Title I DISTRICT that fails to make AYP for two consecutive years will be identified for school improvement.
- Participation rate: SAME content area and "all students" group OR <u>any</u> subgroup at each required level (4, 8, 11).
- Proficiency: SAME content area and "all students" group OR <u>any</u> subgroup at each required level (4, 8, 11).

After Identification

 District: Modify/amend the district CSIP to focus efforts toward eliminating deficiencies that caused them to be identified over the next two year period.

 Title I Building: Submit a 2-year corrective action plan (school support teams will assist)

District in Need of Improvement...

Consistent failure can result in the following state actions: direct parental notification; defer federal funds; institute new curriculum and/or professional development; replace LEA staff; remove public schools from district jurisdiction; appoint receiver for the district; restructure the district; or authorize students to attend another district

State AYP

- The state must also reach the goals or a district and the state can also be identified as in need of improvement
- State achievement will be reviewed at the federal level by a peer review process beginning in the third year of implementation

Accountability Changes for 2004-2005

Moving from biennium data to annual data.

State will use single or multi-year data to determine AYP status.

NCLB Flexibility for ELL

English language learners will be monitored included with the ELL category for AYP purposes for two years after exiting the ELL program.

Other Provisions for Assessment

- State must participate in NAEP 4th and 8th grade reading and mathematics
- Districts must participate if selected by NAEP to participate
- Districts must issue report cards
- State must prepare and disseminate annual state report card
- State must report annually to the Secretary of Education

Additional NCLB Goals

*Performance Goal: All students will graduate from high school

<u>Performance Indicator:</u> The percentage of students who graduate from high school each year with a regular diploma

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;
- calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data <u>Performance Indicator</u>: The percentage of students who drop out of school
 - disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvangated
 - calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data

NCLB Goals...

- Performance Goal: All students will be educated in learning environments that are safe, drug-free, and conducive to learning
 - Performance Indicator: The number of persistently dangerous schools, as defined by the state
 - Each state established definition and identified schools by July 1, 2003

Safe School Criteria

http://www.state.ia.us/educate/ecese/nclb/legis/chapter11.doc

- 1. Has violence-related long-term (10 days or more) suspensions or expulsions for greater than 1 percent of the student population; and
- 2. Has two or more weapons violations resulting in expulsion and/or referral of violators by the school to the criminal or juvenile justice system; and
- 3. Has 1 percent of the student population or five students, whichever is greater, exercise the individual Unsafe School Choice Option (USCO) as defined below

Violent Crime as Defined by lowa's Definition

- A forcible felony; or
- Offenses physical assault; or
- Offenses sexual assault; or
- Kidnapping; or
- First and second degree robbery and extortion; or
- First degree arson; or
- Use of incendiary or explosive devices such as bombs; or
- Criminal gang activity; or
- Carrying and/or using a weapon

Individual Student Option

Under the individual student option, any student who becomes a victim of a violent criminal offense must, to the extent feasible, be permitted to transfer to a different school within the district – This option must be provided this school year!!!!!

Iowa Definition: Victim of a Violent Crime

Victim - A student who is physically injured or threatened with physical injury as a result of the commitment of one or more violent crimes perpetrated or attempted against that student while in the school building or on the grounds of a public elementary or secondary school that the student attends. This perpetration or attempt is commitment during regular attendance times or extracurricular activities at the school

NCLB Goals...

- ◆ Performance Goal: By 2005-06, all students will be taught by highly qualified teachers
- Performance Indicator: The percentage of teachers receiving high-quality professional development. (The definition provided by the federal government provides the same expectation as the definition in the lowa Teacher Quality bill)
- Additional information required:
 - Teachers must be properly licensed to teach and new teachers must demonstrate proficiency in the content areas for which they plan to teach
 - Is applicable to all teachers teaching in core academic areas (English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography by 2005-2006 and for new teachers in programs supported by Title I Part A immediately)
 - Districts must provide to parents, upon request, the qualifications of the student's teacher – districts must notify parents at the beginning of the school year that this information is available http://www.state.ia.us/educate/ecese/nclb/doc/rfesea2.doc

Highly Qualified Paraprofessionals

- - Must have two years of study at higher ed OR
 - Associate or higher degree OR
 - Demonstrate knowledge and ability to instruct in reading, writing, and mathematics OR
 - Has completed voluntary paraeducator certification
- Exempted translators and parental involvement
- Regardless of hiring date all must have high school diploma

Iowa Department of Education's Web site for NCLB

http://www.state.ia.us/educate/ecese/nclb/index.html